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ECHOES FROM INSTITUTE

• EDITED BY H. ESTHER CRAWFORD, GALILEO HIGH SCHOOL, SAN FRANCISCO

(This material is reprinted from the February issue of the San Francisco Classroom Teachers' Bulletin. We are grateful to that organization for making the printed speeches available for our publication)

FROM SAN FRANCISCO

The Library Section of the West Institute met in the Y. M. C. A. auditorium on November 28 with an attendance of about three hundred. The topic discussed was "How the school library functions in the educational program." It was divided into the following parts:

I. What does the school library contribute to the life of the school?

Answered by:

1. The student, Geraldine Robertson, Senior, Lowell High School.
2. The alumnus, Marshall Dill, Alumnus of Galileo High School.
3. The teacher, O. I. Schmaelzle, Head of Social Science Department, Balboa High School.
4. The principal, R. H. Lehman, Principal of Roosevelt Junior High School.
5. The school administrator, J. C. McGlade, Deputy Superintendent.
6. The parent, Mrs. J. A. Garry, President of Parent-Teachers' Association, Lowell High School.

II. What does the public librarian expect of the school library? Robert Rea, Librarian, San Francisco Public Library.

III. What does the school library contribute to the development of the child?

1. In the elementary school.
Mrs. Emmeline B. Kent, formerly Librarian, Demonstration School, San Jose State Teachers' College.
2. In junior high school.
Mabel E. White, Librarian, Presidio Junior High School.
3. In the senior high school.
Elizabeth G. Scott, Librarian, Lowell High School.
4. In the junior college.
Hollis V. Knopf, Librarian, Marin Junior College.

Excerpts from the speeches follow.

THE HIGH SCHOOL LIBRARY

By John C. McGlade, Deputy Superintendent of Schools

In the judgement of the writer, the greatest problem in secondary schools today is that of fitting the program to the individual differences and the individual indifferences of the pupils. The latter maladjustments, the individual indifferences, give us more concern perhaps than the former.

In 1919-1920, there were in grades 9-12, inclusive, in the public schools of San Francisco, 6,703 pupils. There are this term in those grades 20,529 pupils. In a little over 13 years, the enrollment of grades 9-12 has more than tripled.

Commissioner Cooper says: "Within a period of 30 years the high school enrollment has increased from a little over 10 per cent of the population of high school age to more than 50

per cent of that population."

Whether or not we ever had a homogeneous high school group is doubtful, but the fact that we have a highly heterogeneous group today needs no proof. How we shall bring about school success in the myriad types of pupils, who our commonwealth says shall be with us, is a problem and a challenge. The department of texts and libraries is inescapably involved.

What text will adequately meet the needs of all the pupils of any school classification in English, mathematics, foreign languages, science, social studies, or other subject? The single text adoption must give way to multiple adoption in each subject. From the multiple-text plan to work books, job books, and guide sheets used with a multiplicity of texts and reference materials, or a library, is a very reasonable procedure.

Changes in methods of teaching of the past thirty years, and especially of the last ten years, have attempted to march side by side with changes of the school population, although often out of step. The problem method, laboratory plan, project method, long unit assignments, contract plan, individualized instruction, Morrison plan, Dalton plan, Winnetka technique, and others are schemes proposed to assist in meeting individual differences. Circulation of numerous books for classroom use, classroom and departmental libraries, the bringing of classes to the library, studying through research, and preparation and study by means of bibliographies are merely suggestive items of new library services which must be initiated to meet new methods of instruction.

Secondary schools are laggards in the march of educational progress. The library in its application furnishes dynamic stimuli in rousing the laggard from his lethargy. Like the heart of the human body, it pumps the vital fluid throughout the institution.

In order to do this the high school library should grow and develop in many directions, always through materials usable by the pupils and teachers. As the old order yields place to the new, I believe we shall lay more and more stress on the library. The book is the greatest tool of learning and will remain such.

Our library facilities will need to be increased. Standards determined in the National Survey of Secondary Education show that the library should seat at least 10 per cent of the school's enrollment at one time. Median seating capacity is now 3.7 per cent of the enrollment in schools of 2,000 pupils and more, as reported in that survey. It is my belief that the library will be expanded into several adjacent rooms. The median number of books in the libraries of schools of 2,000 pupils and more, as determined in the survey referred to was 5,850, and the maximum among schools so studied was 30,000 volumes.

Many thousands of dollars are spent on a single high school shop in initial outlay and in its upkeep. Can it be that any shop is of more importance to a school than is its library? May we not reasonably expect to spend as much on the school library as on any other unit of the schools? Why build a school costing hundreds of thousands of dollars and be satisfied to put in it a library costing a few hundred dollars?

The newspapers and magazines are history on the move. More educational possibilities are in them than we have ever taken out. Statistics from the National Survey of Secondary Education show a median of 32.6 magazines and a maximum of 170 magazines in high schools of more than 750 pupils. Newspapers in the same schools ran from a median of 2.5 to a maximum of 28. Now only 10.6 per cent of the pupils read magazines for pleasure and 6.5 per cent read newspapers for pleasure.

Certainly books, magazines, papers, and other aids which are needed especially by teachers in their daily instruction should be provided in the high school library. In Berlin, the writer visited a gymnasium in which there were as many books for teachers as for pupils.

The Librarian

As the librarian so the functioning of the library. The librarian must be capable.

The librarian is by law a teacher. She is entitled to all the rights and privileges accorded other teachers. Any other idea is undemocratic and a great injustice. Nothing less than a superior teacher in the library will meet the demands of changing secondary school instruction procedure. She must rank high in personality, training, and experience. She must be an administrator, a buyer, a statistician, a co-ordinator of pupil and teacher interest, a student, a teacher of the highest order, a diplomat, an inspiration to all, and at the same time, one imbued with the spirit of service. She, as all of us, must stoop to conquer.

Library Instruction

We often do little or nothing about certain things in a pupil's life which are of the greatest importance. Training in how to study is one; the use of a library may be another.

Regular instruction in the use of books and of libraries is given in approximately two-thirds of the schools studied by the National Survey. Such instruction is needed by (1) the pupil assistants, (2) by the pupils in general, and (3) by teachers.

How many pupils have any adequate information of the facts to be found in an unabridged dictionary or how to find them?

Assistants must be trained in many duties, not a few. Classes must be informed and guided. Enthusiasm for reading and study is caught from one who is inspired. Teachers must be made aware of the resources of the library. Faculty talks, school paper articles, bulletin boards notices, reviews—oral or written, etc., bring the library to the attention of the school.

Libraries in schools are for two major purposes: (1) to enrich the curriculum and to make modern methods applicable and (2) to provide for worthy use of leisure time. Leisure time is with us and will abide with us. Recreational reading must be encouraged.

THE PUBLIC LIBRARY AND THE SCHOOL LIBRARY

By Robert E. Rea, City Librarian of San Francisco

What has the public library a right to expect from the school library? First, an adequate collection of books which will satisfy the ordinary needs of the students and release public library funds for the more advanced and special books which will be useful both for adults and students.

The school department should not expect the public library to duplicate in large numbers, either in the main library or in its branches, the collections of the school libraries, since the purpose of the public library should be to furnish a larger collection which is supplementary to the high school collection, and to which students may go when they have exhausted their own school library. It is not fair to tax the resources of the public library budget to supply material which is a proper charge upon the educational budget. The school library is a special type of library and the public library should no more be asked to duplicate its collection than it should be asked to duplicate the collections of every bank, public utility, or special library in San Francisco.

If the school libraries can progress for the next ten years to the degree which they have in the past ten years the San Francisco Public Library will be allowed to develop its real function and release its staff to its real objective—that is, to guide the public into profitable outside study, without being expected to supply needs of the school children which should be done by teacher-librarians especially trained to do this within the curriculum of the school program.

Secondly, the public library has a right to expect a teacher-librarian in the school library who can teach students to use books intelligently, and who is a librarian sympathetic with the aims of other types of libraries for whose use she is training her students.

The school libraries should train students in the habits of reading and to have respect for books. To this end, students should have organized training in the use of books and libraries. This knowledge will serve them in further school work as well as in the intelligent use of the public library facilities. It is a knowledge which every citizen has a right to expect from his school training. Nowadays it is impossible for any one person to have at his command all the facts he may need, but rather, he must know where to find needed facts upon demand. Many students will testify that they remember only a few facts from their school books, but they will tell you that they are thankful for the habits of reading and study which they have gained during their school days.

All children should be taught a respect for books—if not only for the books themselves, at least as public property. Librarians are greatly concerned over the attitude of school children toward the mutilation of books, and we realize that the school librarians are very active in their efforts to correct this abuse as a part of the training in citizenship. This type of librarian, a librarian who not only knows the technique of the college or public library to which the student

will go, but who must also be a teacher trained in the technique of the classroom and having a picture of the entire curriculum which she serves.

Thirdly, the public library has a right to expect an adequate collection of recreational material which may serve as a laboratory to train students in habits of reading as well as in standards of good taste. This collection will serve as a bridge between the school library and the public library, and make for ease in transferring this reading habit from the school collection to the public library upon leaving school.

There should be no break in this lifetime of education, and if we can realize that our problems are mutual, through co-operation we may build a library system extending from the elementary school through high school which will give the people of San Francisco a continuous library service designed upon the needs of the modern world and the demands of our community.

In conclusion, may I add my sincere appreciation for the remarkable work that has already been accomplished by the teacher-librarians of this city? We in the public library have found that through their training, students are able to use books more intelligently and also with greater respect. We all realize that no matter what professions or occupations students follow after graduation, they must appeal to the printed page, and the instruction and training given in the use of books will be invaluable to them all the days of their lives.

THE SCHOOL LIBRARY FROM THE PARENTS' POINT OF VIEW

By Mrs. Joseph A. Garry

In their studies, high school students particularly must of necessity consult a library. Where shall they go for their reference books, to the public library or to the school library?

It is apparent that the advantages of the school library are far superior:

1. The school library caters especially to the need of the student; it has on its shelves the books particularly adapted to and most frequently used by the student in his or her work.
2. The particular book desired is, therefore, obtained with a minimum expenditure of time. There is no opportunity to waste time on unnecessary books or perhaps books that are better left unread.
3. The school library is patronized during school hours, thereby causing a further saving of time to the student and avoiding the necessity of absences from the home after school hours.

The student who may visit the school library during school hours cannot give a nightly visit to the public library as an excuse for some other adventure.

4. The school library is under the supervision of a librarian who has teacher credentials and is especially trained for that work.

5. The school librarian takes a teacher's interest in the students of her school, which of course cannot be expected of the public librarian.

6. The school library is frequented by teachers and students only, all of them generally persons

of known integrity, with whom the student constantly associates; there is no danger of bad company.

On the other hand, in the public library people of all sorts congregate, especially under the present economic conditions.

In view of the foregoing very decided advantages, the idea of the school library should be promoted rather than decried; school libraries should be enlarged, made more complete and attractive, so that there may be no need or desire for the student to frequent the public library.

In conclusion, speaking for the Lowell Parent-Teachers' Association, may I express the hope that from the present discussion will result a better understanding of the need and purpose of the school library and that the Lowell library as well as all other school libraries will be kept on the present basis and standard?

THE SCHOOL LIBRARY FROM THE TEACHER'S POINT OF VIEW

By O. I. Schmaelzle, Balboa High School

The library and the trained librarian are indispensable in a high school. As a result of using the library, students come to realize that reading is a normal habit which affords much pleasure, gives invaluable information, and provides a most worthy use for leisure time. They come to realize that knowledge is not divided into subjects, that a library is the most natural place to go for information, and that a public library is a community necessity. In using the library, skills, habits, and appreciations are developed that will be of lifelong value.

He can readily see that the school library functions exceedingly well in our educational program. Let us do all we can to encourage the library. We in the classroom, if we are foresighted, will stimulate its growth and co-operate in its endeavors.

THE NEED OF ELEMENTARY SCHOOL LIBRARIES

By Mrs. Emmeline Beattie Kent

The years spent in an elementary school are the formative ones of the child's life. Therefore the influence of good books is most important here. Through story hours, the child is given a foundation upon which to build reading in years to come. Later, the story hour becomes a book club, where the children tell their own stories. After this, the child consults the book.

Among the benefits of the elementary school library we list:

1. Formation of reading habits.
2. Learning the tools of library at a time when it's all a game to the child.
3. Practice in supplementing subjects in school with outside material. The teacher-librarian is very necessary here.

The work of the junior high school, senior high school, and college librarians would be much easier if there were libraries, with trained teacher-librarians, in all elementary schools.

THE JUNIOR HIGH SCHOOL LIBRARY

By Mabel E. White, Presidio Junior High School

The junior high school library is a workshop and laboratory of learning. To understand this better, visit one of these laboratory libraries. There will be seen a committee of about six students working together on the problem of "transportation," each bringing to his table all the material available. A debating team of four are working on "stone houses vs. wooden houses," another team on "the treatment of the Indians by the white men." A group of eight students from various classes are looking up a program for Thanksgiving, searching plays, poems, recitations, books on holidays, and pictures. There are boys from the shop, girls from hygiene, ninth graders hunting material on their chosen vocations, some drawing maps, others sketching pictures, always a minimum of five reading the newspapers and magazines. There is individual study, group study, debating, conference work, club work, project work, dramatics, map work, all carried on at the same time, the librarian helping and supervising each individual. By the end of a period the library and the librarian look and feel a wreck, but the student has gained:

1. A lesson in citizenship—working with others.
2. A knowledge of possible places to gain information.
3. A lesson in note taking.
4. An exercise in summarizing material and organizing for class discussion.
5. And possibly a collection of pictures to take to class, to create interest in other students and to improve the class work.

The librarian must and should serve the whole school. Assigned classes or clerical work limits this service. Teaching new classes the use of the library is necessary, but must be supplemented by continuously teaching the individual or small group. Gaining the confidence of the students, helping them as individuals when they see the need for help and want it, guiding them at this trying time when they are passing from the period of control imposed by others to a period of self-control, is a most valuable service to the school that can best be given by the librarian.

The junior high age is the reading age. Terman and Lima's book on Children's Reading says: "At 12 years the reading interest approaches a climax of intensity. Children now show some interest in almost every field of literature." What a grand opportunity for the junior high school! Unless this adolescent desire for information in books is supplied by some understanding guidance, it will be fulfilled some other way. Then by 15 years, the reading interest usually declines due to the competition of high school studies and to the distractions of new interests.

Children who are not naturally readers need special encouragement at this time. The librarian can, because she deals with the individual, tell what a story is about, arouse his curiosity, vary his reading to broaden his outlook. This requires much reading on the part of the librarian, and a supply of good books.

THE HIGH SCHOOL LIBRARY

By Elizabeth G. Scott, Lowell High School

We have learned that in the elementary grades the student has become acquainted with the library as a part of the school and has begun his training in the use of books as a foundation for all his studies. He has, we might say, learned to walk and talk with books.

In the junior high school, where he passed through the most active stage of his life, he came to know more books and became aware of their greater usefulness to him, learned the simpler mechanics of using the card catalog, encyclopedias, and dictionaries, and was introduced to the Reader's Guide.

He comes to the high school either to finish his formal education or to continue preparation for further study. What can we do for him in the library? First, he must learn that he is now beginning to work independently, not as a member of a group preparing a project as he did in the junior high. He has started the serious business of growing up. How does the library contribute to this process?

It gives him a working collection of books and periodicals to use, (1) in preparation of class assignments, (2) for satisfaction of personal curiosity, growing out of class assignments and discussions, and (3) in further development of the ability to use his leisure time profitably in reading.

To use the books and periodicals he has at his command, he must develop his knowledge of the various means which unlock their resources. Subject headings, other indexes than the Reader's Guide, and bibliographies are the chief tools of the many he must learn to use. With this knowledge of how to find what he wants, the realization of the vast resources of information to be found in books and a further realization that there is infinitely more than he can yet understand to be gained from knowing how to use them, must be instilled in the child. Not only does he learn how to use his own high school library, but he also learns the riches of the public and private libraries in the community and looks forward to using the greater collections in junior college or university libraries.

THE JUNIOR COLLEGE LIBRARY

By Hollis Knopf, Marin Junior College

In Junior College, the library continues to function fundamentally in the same way it has functioned throughout the elementary, junior high, and senior high schools; and yet in many ways it is decidedly different because the student comes to junior college from choice, since education for him is no longer compulsory.

In general, we find three types of students in junior college:

1. Those preparing for university.
2. Those taking just two years beyond high school.
3. Those merely "marking time" because they have nothing else to do.

The library has something very definite to contribute to each type.

1. It must provide books, magazines, reference materials to meet the demands of the curriculum.

2. Important in the junior college, just as in the elementary, junior high and senior high, is the teaching function; providing library experience, knowledge of the use of libraries, familiarity with library technique.

Some of our students have never had the advantages of well-organized libraries with trained librarians.

In Marin Junior College with an enrollment of about 400, our students this semester have come from 70 different high schools, from Hawaii to Maine. Naturally, they are a heterogeneous group when it comes to knowledge of library technique. To them must be given the opportunity of acquiring adequate library knowledge to meet their varying situations. Their present needs must be supplied. We must prepare those going on to the university to adjust themselves to the larger, more specialized collections, so they will not be at a disadvantage when in competition with students who have already been there two years.

We must give our terminal students adequate knowledge to be intelligent users of public libraries, to get the most from books. Their education so far as school attendance goes will end here; but if they have adequate library experience it will carry on through life.

FROM OAKLAND

By Vera E. Denton, Chairman,
Lockwood Junior High School, Oakland

The East Bay Library section of Institute was a very interesting and stimulating meeting. It was held in the Teachers' Professional Library in Oakland with two hundred or more in attendance. The meeting was conducted by the panel discussion method. The panel was composed of the following librarians and principals: Elizabeth Madison, Supervisor of School Libraries, Oakland, Chairman of the panel.

A. E. Baker, Principal, Tompkins School, Oakland.

W. S. Briscoe, Principal, E. Morris Cox School, Oakland.

Edna Browning, President Oakland School Library Club.

Edith Coulter, Associate Professor of Librarianship, University of California, Berkeley.

C. P. Finger, Principal, Frick Junior High School, Oakland.

Paul Fleming, Vice Principal, University High School, Oakland.

Anna Fraser, Principal, Woodrow Wilson Junior High School, Oakland.

Arthur French, Principal, Martinez Junior High School, Martinez.

Eugenia McCabe, Librarian, Castlemont High School, Oakland.

Elizabeth Patton, Librarian, Garfield Junior High School, Berkeley.

Helen L. Price, Librarian, University High School, Oakland.

L. L. Stanley, Principal, Burbank Junior High School, Berkeley.

In keeping with the theme of the Institute "Cooperating with the public in education," the general problem chosen for discussion was "In

The library has much to contribute to the student who is just "marking time" in junior college. He often finds himself through contacts with library resources, because every junior college library contains a wealth of vocational material.

It is a recognized fact that our present economic structure is putting more and more leisure at our disposal. How vital it is that our students have the opportunity of learning to use this leisure! One of the outstanding contributions of the junior college library to the development of the student is this opportunity,—through the library resources and the personal guidance of the librarian,—for cultural reading and preparation for adult education.

To any of you desiring a more complete picture, I extend a most cordial invitation to visit our junior college at Kentfield at any time, and meet our independent young creatures. Watch them make their way to the library in their free period's assignment, others to start a term paper, finding what materials we have in our library and then sending on to the State Library for more; others to browse around, and ask Miss Knopf for a good book to read; and still others to meet friends and make a "date" for tonight!

All these are vital problems and the library contributes to the solution of each.

what ways can the school library contribute more largely to student life within and without the school?" The following questions led to the consideration of this problem.

1. What factors have been responsible for the origin and growth of the school library movement?

2. What specific contributions has the school library actually made to the life of the school?

3. In what respect has it served to relate the school to life outside the school?

4. Has the school library failed to measure up to its possibilities?

5. What factors are responsible for any short comings?

6. How may the school library contribute more largely to life within the school?

7. How may it contribute more largely to linking the school to the larger community?

If any of us had any doubts before the meeting as to the friendliness of principals toward school libraries, this doubt was dispelled before the discussion was well under way. Instead of having to defend ourselves, we came away with the definite feeling that the principals were with us and had a fine understanding of library needs and problems. It seemed to be the consensus of opinion that any shortcomings which may be checked up against school libraries were due to the almost impossible amount of work expected of librarians. Miss Coulter was particularly encouraging and appreciative of the work which the school libraries are doing and very keenly aware of the tremendous task with which school librarians are confronted.

Everything considered, the experiment of using the panel discussion method for a library section meeting was a decided success and will probably set the example for future library meetings.

FROM SACRAMENTO

By Jewel Gardiner, Professional Library,
Sacramento

The Northern Section of the C. T. A. held its Institute in Sacramento, November 27, 28 and 29, with fourteen counties participating. There was no section for Library as such, but the section on Reading carried out the idea of library in the elementary schools. There were three sessions of the Reading Section with speakers, followed by panel discussion. Topics included were "Reference and Library reading vs. the Textbook as a Teaching Procedure", by Mr. Baisden; "The Development of Recreational Reading Habits" and "The Development of Work-Type Reading Habits", by Dr. Arthur S. Gist, president, Humboldt State Teachers' College.

Speaking at the first session Mr. Baisden brought out the fact that a new classroom technique is required by changes made in the elementary school curriculum, viz; (1) the conception of activity teaching, (2) the tendency to develop courses of study about units of work,

(3) the realization of great differences in the reading ability of children in a given group, (4) the establishment of libraries in elementary schools. Due to this new technique a reorganization of the courses of study must be made and in such reorganized courses must be incorporated lists of reference books which correlate. This is one of the services which the school librarian can render, as the average teacher has neither time nor the definite acquaintance with available to utilize at maximum efficiency library materials without definite aid from the course of study.

All sections were very well attended by teachers and school librarians. They were held in the auditorium of the Bret Harte Elementary School, the school library of which was open for visitors before and after each session, in charge of the school librarians, Effie Howard and Julie Segur. "Book Notes," published by the Book Committee of the C. S. L. A., was distributed at the first session any many requests for additional copies came from the other sessions.

ALL IN THE DAY'S WORK

● EDITED BY MARGUERITE E. GRAYSON, PORTOLA JUNIOR HIGH, SAN FRANCISCO

This is the first of a series of pictures of our this feature of the bulletin and shall welcome

I A DAY IN A HIGH SCHOOL LIBRARY

By Jessie Boyd, Fremont High School, Oakland

A foggy morning, eager students waiting at the library door, a sudden warm flood of lights, and the library day had begun. Hardly had coat and hat been deposited, before two teachers came into the library to study the exhibit of professional books and magazines and the small collection of faculty books rescued from the disastrous Fremont fire of three years ago. Yesterday's work was beginning to bear fruit. It had paid to make comprehensive mimeographed lists of all the periodicals and magazines as well as a bibliography of the books loaned by the principal. The seeds of a new faculty library had been successfully sown in yesterday's faculty meeting.

I noted with satisfaction that students were beginning to gather around the second part of the exhibition originally intended for faculty members. Another teacher and I arranged various types of visual education material available to all teachers in the Oakland schools. A bit of propaganda perhaps but samples of film slides, still films, charts, maps, panels, pictures, a group of articles from the South Seas and a conveniently arranged catalog proved to be stimulating as well as revealing. Gay panels of Viennese children, colorful costumed peasants at work and play, lined the upper shelves of the entire library.

A moment to look around the library and then to check the new student assistant, a flood of questions, "had yesterday's circulation been counted and the supplementary books returned to the teachers who had sent them to the library to be distributed to the students who had

school libraries in action. We hope to continue your contributions.

signed for them in class?" A rapid glance at the mail on the desk, magazines recorded, articles noted for several teachers and then the realization that a new magazine had arrived after months of waiting and that the blue order for it had been returned cancelled to the purchasing office. The magazine representing a new merger of art magazines was too good to lose. A hurried trip to the principal's office, a telephone call and the magazine was retained on the order.

Back again to the library (wishing that I had a pair of skates to negotiate the long hall) to find one of the new English teachers admiring the panels. Yesterday this same teacher and I found that we both admired the illustrations by Maude and Miska Petersham and I remembered to bring the copy of "The Christ Child" and a three hundred year old wood block reproduction which I had hastily taken from my own book shelves at home to share with her and several art students.

This was a morning for teachers, and before I had finished helping one student with information about the latest Cuban president to be deposed and steering another to all the available material about the life of Hitler, the dramatics teacher dropped in to find all that was possible about the Brownings. A moment or two discussing Katherine Cornell in "The Barretts of Wimpole Street", "Flush," the love sonnets and producing the U. S. catalog for all known biographies proved to be casting bread upon the waters. Next week the drama's classes are to take charge of the library bulletin board.

Hardly had the conquest been made when a biography teacher asked for additional supplementary books from the textbook room to be

added to the reserve shelves for library use and an art teacher asked for a tray of illustrated books.

The ringing of bells; the end of the first period. In a few minutes the south end of the library was filled with a hundred and twenty five students studying quietly.

Students in search of reference material and pleasure books signed the study hall record and were soon busily engaged on the library side of the room. The second period assistants were in their places, slipping books, returning them to the shelves, writing overdues and performing numerous other daily duties. Another minute and the boy from the bank arrived in the library laden with packages of books, a veritable Santa Claus "Would I please save the stamps on the packages for him?" Packages to be unwrapped, books to be inspected and opened, made me glad that I had trusted assistants so that I could personally check purchase orders and write necessary information in individual books.

The morning sped quickly. One assistant clipped articles on the Golden Gate and Bay bridges from last week's San Francisco Chronicle. Another typed the order slips for material (mostly free) previously checked in the Vertical File Service. Another typed cards and pockets for new books and made out the forms notifying teachers of the arrival of new books requested by them and now ready for circulation. Again I felt relieved to have an exceptionally good assistant to hand out the popular article on the Pan American conference, the World Court and the location of federal reserve cities. Joe at my desk asking me to look at his scrap book on China, Japan and Manchuria which we had talked about last semester.

Back once more to my own work of putting finishing touches to the form for the circulation of magazines ordered by the English and social studies departments. These forms were to be given to the department heads so that individual teachers could sign for period use enabling them to be sure of their material on schedule and insuring the maximum use of magazines. I became so absorbed in my work that I was hardly aware of my principal, waiting to discuss the possibility of securing more tables and exhibition cases. We are planning to have an endless succession of exhibits, both of students' work and visual education materials.

Lunch and the sensation that I had hardly begun the day's work so carefully outlined the night before. The reporter from The Green and Gold asked for library news. Where was my list of new books and that short review of the library staff?

Close on the heels of the reporter followed a shy boy asking permission to use the stereoscope and a Chinese girl asking for the latest Sunday edition of the New York Times. She reads it regularly from cover to cover. A teacher came to report that two more new pupils necessitated an order of two more texts and then came two visitors from another school. An explanation of the room, a few remarks exchanged and back to the young social studies teacher who had just entered. Plans were made for a lesson on the use of the Readers' Guide and a hasty count of back

numbers revealed one for each student, a collection of representative magazines and an explanation that the asterisk beside a title on the mimeographed list meant that the particular magazine was indexed in the Readers' Guide.

Robert at my elbow asking what I had especially for him to do today—that meant the seventh period—a tall stack of books to be lettered, somehow I had managed to classify some books in between moments. A long stream of boys and girls leaving school the seventh period were claiming the supplementary books just sent down by their teachers and the library was soon filled to capacity. A boy asking for two copies of Harper's containing the accounts of the calamities of the Johnstown Flood and the hurricane in the Bahamas—another teacher had scored for that was the fifteenth time that day that day a request had been voiced for Harper's. A note from Miss Smith asking me to reserve the latest copy of Harper's for she must read the article all the members of the faculty were discussing, "Educators Groping for the Stars." Perhaps the stars are not so far away when students earnestly ask for articles on the use of leisure time, crime prevention, inflation and the sixty cent dollar. Robert again, asking if he could just that once give that "keen" Will James book just opened to a boy who never reads.

The after school rush over, a moment to sit and think about the many things left undone, to visualize the new cabinet for large flat pictures and a stand for the U. S. catalog and then back to reality again. There were film slides and still films to be wrapped and tagged preparatory to being returned the next morning to the visual education center. I felt a moment of gratefulness that romance can flourish in a library outside of books, as the tall dangling red haired boy (waiting for my student assistant) could give me help in tying my packages.

II SNATCHES OF CONVERSATION

By Helen Stafford, State Teachers' College
Library, San Jose

At The Circulation Desk:

"I'm sorry, Miss Late, it's out with three holds. Has been most of the quarter. Your ex today? That's too bad."

"There you are, Miss Jones. This is due in a week."

"I'm sorry, we don't renew them if they're overdue."

"Oh, good morning, Miss Drytopic. Classes heavy? You say you're not handing in a reserve list this quarter?"

"Say, I got this card and I am sure I returned the book."

"Say, how do ya git a book here?"

"Could you tell me where I could find a poem by, let me see - - - - ?"

"Yes, step down to the Reference Desk. Ask Miss Knowit. She's the young lady in green."

"Ten cent fine on that, Miss Holdem. Thank you."

"Mr. Datum, may I leave my cello here?"

"Not as a rule, Miss Scratcler, but just this one time."

At The Reference Desk

"Where did the dragon as an art motiff originate?"

"What is the evolution of the wheel?"

"Did someone really walk off with that bound volume assigned to our class? What shall I do?"

"Where did the name of Paris green originate?"

"Miss Librarian, I can't find the U. S. Cat. They told me it was somewhere around the Reference desk."

"Are all of the magazines at the bindery?"

"I want to find a picture of an analemma."

"Would the librarians mind if I touched the little cards in those drawers?"

"Where are the precepts of Ptah Ho Tep?"

"I have to find all about Einstein's Theory. Could you suggest a brief resume?"

In The Education Reading Room

"Pictures of insects?"

"We have some lovely butterflies."

"What I really want is a spider, or a grasshopper will do. May I keep it until tomorrow?"

"Is it on reserve? I can't find 378.73 W624c."

"May I renew this textbook? I have to present a lesson and the teacher may not get around to me to-day."

"Have you a recent copy of the Journal of Juvenile Research? This can be used for only an hour? Oh, I don't want it now. I'll be back later."

"I'm preparing for Civil Service and I was told that you have a copy of the Buckingham-Ayres spelling scale. May I keep it over night?"

"Where are the music magazines for children? Here? I don't find what I want here, I'm looking for an article about music for primary children. The Education Index! No, I've never heard of that. Yes, this is just the thing. Thank you!"

"Course of study for San Jose? Make out a slip, please."

"Miss Tellem, last quarter I used a book about a mouse. It was a story book, a large book. I don't know the author, or the title. I have it written down in my notes at home, but I want the book now. I want to read it to the first graders at Hester School."

The Collateral Reading Room

"Oh, but I must have a book. The exam is to-morrow and I haven't even looked at it."

"I want a book by Syllabus, a red book. I got it the other day."

"Have you a normal mind?"

"Well, is Lincoln in?"

"Psychology books are here, aren't they, well I'll take the 'Life on an Insect,' by Fabre. He's a good 'psyc' writer."

"Has Beethoven come back?"

"Have you a 'Child's Voice?' No? Well, have you a 'Beard?'"

"What's all the pounding?"

"They are installing a new heating system, washed air, and so forth. Take your books some place else if you wish."

"The Gillespies are all in use."

These and many more are the questions overheard in a Busy Teachers' College Library.

III A DAY IN AN ELEMENTARY SCHOOL LIBRARY

By Gertrude Rose Harvie,

Washington Elementary School, Sacramento

The teacher-librarian in an elementary school organized on the basis of a modified platoon spends three to six teaching hours in the library. The other three are occupied teaching fundamentals in the homeroom. Two distinct jobs are hers. The one factor common to both is the child.

As a teacher she becomes familiar with the capabilities, limitations, and special needs of the children. As a librarian, she is acquainted with his immediate interests, ambitions, and spiritual needs. Much clinical research can be done by an astute teacher-librarian.

The day begins soon after eight o'clock. Fresh flowers, hugh cuttings of shrubs, pussywillows, cat-tails, pine boughs, or other contributions of nature take time. Then comes the offerings of the mailman—the new guild book with its attending correspondence, the weekly readers to be placed conspicuously or sent to the primary library, geographic bulletins to be filed advantageously with the fugitive material, overnight withdrawals of the teachers to be checked. In parenthesis, may it be stated that the children in the system described do not at any time take books home—that function has been reserved for the public library. While our minds are on the teachers we attend to their wants for the day—stories of the Round Table for the are appreciation classes, as this week they are studying the picture, Sir Galahad by Watts; a picture of the sphinx (please send a good one); a fifth grade teacher requests books on the sixth and seventh grade reading level for five children and some more "easy reading"; three stereoscopes and all the stereographs available about cotton raising; a dramatization of Robin Hood—yes of course long ere this the bell has rung and in comes a "thundering herd"—the day has begun.

This class starts its daily program by spending a half hour in the library. If it is free-reading day, table by table they go to the shelves and down comes the current favorite. A watchful teacher-librarian sees to it that the selection remains within short radii of the individuals reading level. If the home-room teacher is negligent in obtaining the score, the teacher-librarian must ascertain this herself by giving a series of standard reading tests. When the book is finished, a record is made of the author, title, classification, pages, dates begun and completed. If in doubt as to the child's application, a multiple choice test can be given. If fewer than eight out of ten questions are correctly answered, the book had better be re-read.

Perhaps this class is not being given enough collateral reading on social studies in the homeroom; therefore the teacher-librarian, who must have at least a speaking acquaintance with all curricula sees to it that suitable books are available during the library period. Many devices have been contrived for indicating topics, chapters, and pages. Perhaps the best is a card 2½ inches inserted in the borrower's pocket. These

are personally prepared by the teacher-librarian.

In a half-hour, another group enters. Let us say this is the day for drill in the use of the dictionary. Books, pencils, and lessons printed by the mimeograph must be passed quickly and quietly. Moving from table to table, working individually, the teacher-librarian gives aid to all. As usual, the quicker ones finish and have spare time to read—for the slower ones that all powerful bell rings much too soon.

Now comes another group and the companion teacher-librarian. Then, in another hour, you are back and the library day again proceeds.

It is the period set aside for book appreciation in a fifth grade. Out comes something new and interesting. The author, subject matter, illustrations, and illustrator are discussed at length. Bits of the book are read and a waiting list for the class prepared. During the remaining few minutes, a socialized review of favorites is given. Why I liked such and such a book usually induces some one to tell of a funny thing they noticed—fifth graders appear to spend considerable time searching for and enjoying the humorous. Perhaps psychology could give us the scientific reason—sufficient for our purposes is the fact that we recognize and capitalize the situation.

Although our groups are not differentiated, levels of ability are apparent. Many sixth graders are ready to use a work-book giving drill in the use of the encyclopedia and may be put to work on the Winnetka system of individual progress. Good training may be given in arrangement, related topics, cross-references, "see" and "see also." In fact, the average sixth grader can be made to recognize the encyclopedia as a useful tool and friend.

Also, for this group, the card catalog becomes another familiar device in the business of learning. Simple problems especially prepared as well as daily usage give the child a working knowledge of the library's first-aid to information.

When the teacher-librarian notices that books are becoming most widely disarranged on the shelves, lessons on the simplified Dewey decimal system are forth coming. The little third graders learn to look at the white ink on the backs—then to come when the teacher-librarian has called for that letter in alphabetical order. Older groups bring forward all the fiction at one time. New comers from other school systems are taught that books about mother earth are numbered 500. Animal stories have 590 on the backs and both are very neighborly on the shelves. Tired reading about China? Right

beneath begin "swell" things about Africa—any kind you like and all good. No guess work or long searchings in this place for what one wants. Children need the feeling of security that fixation gives—hence the appeal of Dewey and the ease with which it is taught.

Are you wondering about bulletin boards, room decorations, Book-Week, interests of the month, mounting pictures, filing fugitive materials, preparation for poetry appreciation, working out a project, training a student-teacher, accessioning, classifying, cataloging, processing, purchasing lists, answering requests for information from the administration office, advice to anxious parents as to what John should read, aiding the non-reader, class visits to the public library, renovating well-worn favorites, separating and rebinding by topics a year's edition of the National Geographic, rummaging through the spoils of a paper drive, displaying the establishment to an interested visitor, placing publicity in the halls, selling service to a disinterested or skeptical teacher and ad infinitum? Yes, it all comes in the day—or to express it with apologies to the original

The teacher works from sun to sun,

But a librarian's work is never done.

SCHOOL LIBRARIES AND THE C. W. A.

San Jose—The C. W. A. has given employment to eight workers in the San Jose junior and senior high school libraries. They work six hours a day, five days a week, beginning the second week in January. Although the time runs only to February first, it is hoped that this will be extended.

They are doing different jobs in each school. Miss Thomas of the San Jose High School is using her workers to help with the circulation so that she may be free to do more technical work. Miss Otterman of Herbert Hoover Junior High is having picture mounting done. Miss Titcomb of Woodrow Wilson Junior High and Mrs. Elliott of Roosevelt Junior High are giving their workers some of the many odd jobs that accumulate in all libraries.

San Francisco—Four art panels, depicting historical events, have been approved and allowed for the Roosevelt Junior High School library, as of the project of putting artists to work. Other mural work is being done elsewhere in the school.

Sacramento—Three typists working under the C. W. A. are assisting in the Professional Library, Sacramento, completing the cataloging of books for the seventeen elementary school libraries, and processing new books which are being purchased at this time for these libraries.

JUST AMONG OURSELVES

• BY MILDRED L. BEYMER, EDITOR

EXCERPTS FROM SPEECHES

Books in a Modern School,

By Mrs. Frank Clark Sayers

"The only worthwhile thing in the world, and the hope of the future is the child and his book. This is no time to despair. We are people who have equipment for the job that faces us. We have the storied past and eager pupils. . . . We are to train children not what to think, but to give them standards of taste and beauty, and then turn them to books where they can next decide what to do. . . . Stop writing reports on what you do for other librarians and educational journals. These people are already convinced. Write stories about boys and girls in the library. Give human interest stories to the papers. Get the parents into the library and let them see the boys and girls at work. In this way you will be educating taxpayers. . . ."

"I suspect that the work of the librarian is the most permanent work in the school," said Dr. Phillips, head of the Social Science department of the Fresno State Teachers' College, in his welcome speech. "Student's forget knowledge, but retain attitudes, habits, methods of work. What ever the future state may be it has a place for beeks and libraries."

Miss Mabel Gillis, State Librarian, gave school librarians a little friendly and heartening advice. Don't worry. Don't take your jobs too seriously; only worry about those things you can do something about. Show the children that the library is not only a place in which to do lessons, but a place for real pleasure."

Report of Resolutions Committee

By Miss Edith Church, Hanford, Chairman.

1. That the C. S. L. A. express its gratitude to the school librarians of Fresno for their hospitality, the tea, the grapes in our rooms, and the general arrangements which were so thoughtfully planned.

2. That we express our thanks to the Teachers' College for their hospitality and the use of their beautiful library for our meeting.

3. That we express our thanks to the management of the Californian Hotel for its courtesy and hospitality.

4. That we express our appreciation to our guest speakers and our own members who have brought us fresh inspiration and renewed vision.

Bulletin and Publicity Committees

Recommendations on the Association Handbook: 1. "That the Handbook of this Association should be a directory of all school librarians in California eligible to membership in the C. S. L. A."

2. "That the president of each section appoint a special Handbook committee to begin work immediately on the next Handbook. This committee should include at least one member from the membership committee and one from the publicity committee in each section of the Association for matters of correlation of all phases of our Association work."

Sixty-six school librarians form the Northern and Southern sections of C. S. L. A. registered for the Annual Joint Meeting held at Fresno on October 28-9, 1933. Co-operation, friendship, a mutual working out of mutual problems, and better understanding were the keynotes of the successful meeting.

Afternoon tea, served by the Fresno school librarians at Hotel Californian, and registration kept school librarians busy between four and five o'clock on Saturday afternoon. This group then divided into committee groups to study various items that were to come up for consideration at the business session on Sunday morning.

Dinner was a gala affair, held in the large hotel dining room. School librarians on dress parade are really a very charming, feminine group. Bright dinner dresses and gay Mexican sunflowers made the group seated about small round tables very colorful. Miss Margaret Girdner, Chairman of the Book Committee of the Northern section, was toastmistress of the evening. Instrumental music was furnished by the Music Department of the Fresno State College. Guests introduced at the dinner included: Mr. Hubbard, Superintendent of the Fresno City Schools, Jewel Gardiner, President of the Northern Section, Miss Elizabeth Neal, President of the Southern section. Mrs. Frank Clark Sayers, a former school librarian, and a reviewer of books for the New York Herald Tribune, was the speaker of the evening, speaking on "Books in a Modern School."

The business session held on Sunday morning, October 29th, in the new library of the Fresno State Teachers' College, was attended by about seventy-five school librarians and guests. Welcome to the Fresno State College Library was made by the head of the Social Science Department, Dr. Phillips. Miss Tobin, the librarian of the College, introduced her staff and extended an invitation to see the building. Miss Elizabeth Neal, President of the Southern Section, brought greetings from the South and extended an urgent invitation for a large attendance at the meeting of the California Library Association to be held in Pasadena, May 1-5.

Reports and recommendations of committee furnished the business of the day. Excerpts from these reports are appended at the end of this article.

Miss Hope Potter, the official C. S. L. A. delegate to the A. L. A. Convention in Chicago brought us the highlights of that meeting in a manner that made her audience feel that they had been well represented.

Adjournment was made at noon, and we bade farewell to the Southern Section members, most of whom left on a 12:30 bus for Los Angeles. Every one present had a sense that time had been well spent, and that each one was prepared to stand loyally back of her belief in the worthwhileness of school libraries.

Professional Committee**By Joyce Backus, San Jose, Chairman**

Recommendations: 1. Since revision of the general secondary credential is being considered by the State Board of Education and by a Committee of the State Association of School Superintendents, the Professional Committees of the California School Library Association, Northern and Southern sections meeting in joint session, move that the Association go on record as recommending that LIBRARIANSHIP be listed as a teaching field on the revised credential; and that notices of such action be forwarded to the State Superintendent and to the Credential Committee of the School Superintendents Association.

2. The Professional Committees of the California School Library Association, recommend that the Association affiliate with the California Teachers Association as an Auxiliary group; and that a petition of affiliation be presented to the Board of Directors of C. T. A. at its December 8, 1933 meeting.

Constitutional Changes to be Voted on in May

The following proposed changes in the Constitution of C. S. L. A. were submitted at Fresno on October 29th. It was moved and seconded that these proposals be referred to Northern and Southern sections for action at their next business meetings.

1. The constitution now reads:

Article 1. The name of the association shall be the CALIFORNIA SCHOOL LIBRARY ASSOCIATION.

The proposed change will read:

The name of the association shall be THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA.

2. The constitution now reads:

The membership of the Association shall consist of an active and associate membership. The active membership of the association shall comprise all persons engaged in library work in the educational institutions of California who shall avail themselves of its duties and privileges.

The proposed change will read:

Active voting membership shall be limited to those persons (teachers or librarians) employed in school libraries of California, or those certificated for school work and not employed in any other type of library, or those members of teacher training institutions who instruct in library work.

3. Amendment VI amending Amendment II, Article IV Section I to read:

The constitution now reads:

Officers—"The officers of the two sections shall comprise the directors of the association.

It is proposed: In addition, There shall be an advisory council, composed of heads of standing committees to meet at the discretion of the president.

Respectfully submitted,

Ruth Lewis
Gladys Greene
Alice Butterfield
Helen Price
Vera Denton
Florence Baker, Chairman

DID YOUR OCTOBER BULLETIN ARRIVE?

Due to several unfortunate circumstances the October number of our Bulletin was not put into the mails until about November 10th. Apparently several people were omitted from the mailing list. If you were entitled to a Bulletin and did receive one, please communicate with Mildred L. Beymer, Editor, 365-14th Avenue, San Francisco, at once. We will mail a copy to you.

C. S. L. A. MEMBERSHIP—JUNE TO JUNE

On December 1, there were 96 members in the California School Library Association of the Northern Section. Dues cover the fiscal year of June first to June first.

CHANGE IN BULLETIN POLICY

Beginning with June 1, 1934 no Bulletins will be mailed to school librarians who are not paid up members for the year. There has been a great deal of confusion in the minds of the members as to when dues are to be paid, due to the fact that it has always been a practice to send the first Bulletin of a school year (October number) to every one who had been paid up the previous year. With the definite adoption of a fiscal year running from June 1, to June 1, of each year, the practice of sending the October Bulletin to school librarians who have not paid up their dues will be discontinued.

BOOK WEEK IDEAS GATHERED FROM VISITS TO SCHOOL LIBRARIES

1. One Junior High School librarian used the idea, "Growing up with books," by having children bring a favorite book and a picture of themselves at the time they enjoyed the book. The picture aroused much comment and curiosity.

2. One Junior High School librarian had a case called "Teacher's Pets". Most of the faculty were represented by a book they had loved as a child.

3. One Junior High School conducted a poster contest through home rooms. Each room selected a favorite book and made a poster illustrating it.

4. One English class made attractive small posters with a favorite poem and appropriate illustration or decoration. Contributed by Joyce Backus, S. J. State Teachers' College.

Mary was a "little" behind and the school library a "little ahead" recently when the fine book revealed the record for an overdue copy of Elsie Singmaster's "A Little Money Ahead." Mary Thompson, Room 213 Title: A Little Money Ahead. Amount 2c.

CALIFORNIA LIBRARY ASSOCIATION MEETING, PASADENA, MAY 1-5

The annual meeting of the California Library Association will be held in Pasadena, May 1-5. The president this year is Jasmine Britton, librarian of the Los Angeles City School Library. She is planning a most stimulating meeting which will include addresses by persons distinguished in the fields of art, science and literature. Helen Ferris is coming from New York to speak at a joint session of school and children's librarians. County librarians and the Southern Section of the California School Library Association are planning section meetings. The headquarters hotel is to be the Vista del Arroyo. As

a part of the hospitality plans, Eleanor Homer, of the Pasadena Junior College Library, is arranging for contacts between librarians interested in professional topics or diverse individual hobbies.

Student asked for Chase's "The Square Deal." Wanted "Your Money's Worth."

San Jose State Teacher's College.

Miss Dora Smith, San Jose State Teacher's College, referred her Book Selection class to "Elizabeth and Essex." One student was later found searching in the card catalog for "Elizabethan Ethics."

SOUTHERN SECTION C. S. L. A. THEIR PAGE

• BY MARJORIE VAN DUSEN, BELMONT

The winter meeting of the California School Library Association, Southern Section was held December 21 at the Hotel Mayfair, Los Angeles, with President Elizabeth Neal as the presiding officer.

The Effect of the Hour Period on the Library

After the business meeting, Dorothy Drake led a stimulating panel discussion on the hour period and its effect on the library. The other members of the panel were two librarians, an English teacher, and a vice-principal from various schools where the hour period has been in use from one term to three years, plus one librarian from another school not yet committed to the plan. From the many questions asked and answered, the exchange of experiences, the criticism and defense of the plan offered by members of the panel, the audience gained a lively idea of the problems involved and a practical ways of meeting the needs of scheduled classes and of individual readers.

Some of the results mentioned seem worth the sacrifice of the traditional scheme. All the students are brought to the library and exposed to books; many come who did not even know where the library was before. The teacher present with her class makes discipline by the librarian unnecessary; the librarian is freed for individual counsel and is constantly busy with reference work. The pupils are in the library for a definite purpose; the library becomes a true laboratory. The teacher working with her pupils learns the resources and limitations of the library and the ability of the pupils as readers and is able to adapt and define her assignments accordingly. The circulation of books for home reading is increased.

The other side of the question was not neglected and pleas were heard for individual freedom in coming to the library, for the book lover who wants time to read books of his own choice, for the library atmosphere.

After the morning meeting, the group went to luncheon in a room of charming color and decoration, the Rainbow Isle. The guests of honor were Mr. Hamlin Garland, Mr. and Mrs. Lewis Browne, Dr. and Mrs. Garland Greever, Dean of the University of California at Los Angeles, Dean Rogers of the University of Southern California, Miss Dorothy Bevis, and a number of school superintendents and principals. Marian Gwinn, as toastmaster, introduced the speakers,

HIGH SCHOOL, LOS ANGELES

Mr. Garland and Mr. Browne.

Hamlin Garland

Mr. Garland, looking to the future when a poet's lines will be "writ in air" paid honor to the librarian as the keeper of books. The burden of his talk was the Museum of Sculpture, the dream of his brother-in-law, Lorado Taft. When the dream materializes on a far-looking promontory in Griffith Park in Los Angeles, it will be a marble building 800 feet long surrounded by terraces and gardens, a modern Acropolis. Its treasure will be sculpture as applied to architecture, arranged in long aisles chronologically, from the earliest oriental art to the most modern French. Instead of originals, these will be casts so that the whole collection can be procured for the cost of one "Blue Boy". Each piece will be individually lighted in such a way as to bring out its greatest beauty, a matter in which Mr. Taft is an expert. Mr. Garland's enthusiasm was contagious. In closing he said, "Here I am, an elderly fellow who ought to be much more cautious, entering on this highly idealistic scheme with my companion of the trial of more than forty years."

Dream Library Of Lewis Browne

Mr. Browne also had a dream, and ideal school. There should be no classrooms, nothing but books, a vast library; no teachers, just librarians. In a library, he said, you get infected with ideas. Here you meet the essential spirit of great men. This is much pleasanter than meeting authors in person. They are disappointing, dull, rude, vulgar beings, because they are men, human beings. The best of them comes out in their books, all the extraneous things thrown away. In a book you see the real man behind this screen that is himself, but not himself. In the dream library there should be no librarian who has not written or tried to write a book. Until you have, he said, you don't know what tragedy, what despair a book represents; it is a living piece torn out of the body of a man. In the six months he worked in the stacks of a university library, Mr. Browne declared he learned more than in the other eight and a half years he spent in university classrooms. He would throw students among books, that is, among souls. He would fling books at them, drown them with books, smother them in books, let them crawl out of the welter of books cleaner and nobler human beings.

WRINKLES AND GADGETS

EDITED BY M. GENEVIEVE WILSON

The stream of bright ideas for this column, declared by several contributors to be fairly exhausted, is still flowing, albeit somewhat sluggishly. A little panning has washed out several nuggets for this issue of the bulletin.

Did you ever try inventing games about authors, titles, or even publishers to "socialize" a library lesson? At Woodrow Wilson Junior High the game of "spin the plate" using such names to call out, has been very popular with library club. This scheme would seem to dispel any lingering shadows of gloom in the dark corners of that library, as well as to familiarize the players with names they need to know.

The same school also uses the covers of the Sierra Educational News as posters, and centers bulletin board exhibits about them according to topics under discussion in the social studies department.

Roosevelt Junior High in San Francisco tells us that large pictures and posters not in use may be satisfactorily stored in mailing tubes, either new or discarded ones. A label describing the contents should be pasted on the outside to identify the contents.

Miss Price makes a handy telephone list by fastening catalog guide cards together on a brass ring. These are more convenient than a pad or booklet for the cards can be easily turned around to the desired letter.

Another useful device at the same school is a book rest made by the shop men of sheet metal. The metal was bent to fit the shape of an ordinary book, with a projection at the top of one side. This is screwed to a table or the tablet arm of a chair. It will then hold a book in place, enabling a worker to remain seated while printing the call number on the back of the book.

The library of the State Teachers' College at San Jose reminds us that attractive book supports may be made of smooth building bricks covered with heavy wrapping paper. (Use paper hanger's paste) painted to harmonize with the book stacks or decorated with bright pictures. They also call our attention to the really lovely picture books on sale at Woolworth's for ten or fifteen cents. Many uses can be found for these for either elementary or junior high schools.

What seemed to us an excellent idea also came from the same source. Their labels for catalog trays are made of colored cards, the same color being used for each horizontal row. This saves a good many misplaced trays and enables the staff more quickly to locate those out of order.

If you are distressed by the rapid destruction of your guide cards in your charging trays, try reinforcing the tabs by pasting gummed paper over them. The sample sent us by Alexander Hamilton Junior High in Oakland was very strong. Similarly side projecting tabs marked with the dates (if you use a calendar file) greatly speed up both the filing and the subsequent withdrawing of the cards.

Several very helpful devices were discovered in use by the Reference Department of the Oakland Free Library. For one—a picture wire once put up at useful height for hanging pictures or posters, may remain without showing against the wall, and can be used over and over again. Both pictures and posters may also be applied to a wall, or window, or any finished surface without showing the device used and without leaving any trace, by using Scotch draft tape. This will not work on cheap or coarse paper. Small colored glass thumb tacks are very attractive means of pinning up pictures or posters.

A quick and easy method of fastening together in a folder clippings on the same subject, or pictures as from a rotogravure section of the newspaper, is to use "U-File-M." The Oakland Library gave us the address of this handy tape as the Binder Manufacturing Co., 200 Gifford St., Syracuse, N. Y. A box of it goes a long way, but it can easily be made, once you have seen it. Cut a piece of $\frac{3}{4}$ inch gummed paper the length of your folder. Crease it down the middle. On one side of the fold cut to the middle at $\frac{1}{4}$ inch intervals the whole length of the strip, thus making $\frac{1}{4}$ inch tabs. Moisten the uncut side, match its crease with the middle fold of the folder, and paste it down on the left side of the middle. Then fasten your largest clipping on the right side by bending down three or four tabs to hold it in place. Tiers of clippings can thus be held in the folder by bending down different tabs for each clipping. It is fun to do it.

This Wrinkler should like to recall to your memory the Wilson Bulletin for Nov. 1932. It was the School Libraries number and is well worth keeping in a very handy place.

The mimeographed article, "Christmas Throughout Christendom", attached to the Nov. 28th Book Notes, was copied from Harper's Magazine, December 1876. The material is now out of print. It was mimeographed and indexed for the Association by Helen Frive. Extra copies are obtainable from Margaret Girdner, Galileo High School, San Francisco.

Burnett Junior high school had a special Book Week assembly presented by the members of the Library club called the "Bookworms." They also held a reception for P. T. A. members and the other librarians of the city with a program of songs and dances.

A "Story Book Ball" was held at the Herbert Hoover Junior High school library at which 150 pupils attended dressed in the costume of their favorite book character. For a month before they wrote letters to each other in the characters they had chosen to portray and at the Ball, book prizes were awarded to those who had written the best letters. A special play "In Mother Gooseland" written by the librarian Miss Violet Otterman, was also presented.

EVERY LINE IS VITAL NEWS TO SOME ONE.

Lockwood Junior High School Library in Oakland is enthusiastic about their new library. After almost four months of upheaval while the library and Textbook room were being remodeled, the work has now been completed. To celebrate the event, a grand opening was held on Friday, January 19th. The day started with a library assembly for all students. It was followed by a tour through the library by all the classes. The day was ended with a tea in the afternoon for the teachers and Parent-Teachers Association. The two former librarians, Jessie Boyd and Catherine Davis, who did the pioneer work at Lockwood, were present and took part in the program. Miss Vera E. Denton, the present librarian, reports that the library has been serving capacity crowds ever since it opened.

Miss Isabel Arata of the Daniel Webster Junior High School, San Francisco has left the library ranks. She has transferred into the English department of the same school.

Making buildings safe for the children during earthquakes is causing a miniature 'earthquake' in the school departments all over California. San Francisco is being particularly hard hit. Some eighteen Senior, and Junior High and elementary schools have been closed with rumors that more may follow. With the moving of the schools to half day sessions in other buildings, real problems have developed. The library and textbook facilities have to be moved too, so you may find Miss Elizabeth Scott of Lowell High struggling along in the afternoon at Galileo and Miss Magdalena Michel of Girls' High making the best of the situation at the Everett Junior High School. Praise should be given to Miss Girdner and Miss Crawford of Galileo and Miss Andrews of Everett for the fine spirit of cooperation they have shown.

Miss Lillian Morehouse, librarian of Palo Alto High School Library, reports that her library training class is becoming most interested in a new project they have started. They are organizing and cataloging a group of books and other material collected by the Board of Education on curriculum study. Another group is mending the sheet music of that department and putting it in order.

Miss Mildred Beymer of the Roosevelt Junior High School, San Francisco, announced her engagement to Mr. Marvin Graham of San Jose during the Christmas holidays. The wedding will be an event of the Summer.

Miss Katherine D. Steele, Librarian of San Mateo Junior College, spent Christmas vacation in Los Angeles. While there, she visited the new Doheny Library of the University of Southern California. Miss Steele says, "This library is unique. Frequently libraries donated by wealthy people, in the past, have turned out to be monuments of the spending power of the architect, or the vanity of the donor. This library is neither of these things, though plenty of money has been spent. The Doheny Library is considered, among those who know, to be a real monument to the

Edited by Leta Painter

planning ability of Miss Charlotte Brown, the librarian who worked with the architects so successfully that the result is the most completely organized and arranged college library, in every artistic and working detail, in California.

Miss Leta Painter, Librarian of Balboa High School, San Francisco was married to Mr. James F. Brown during the Christmas holidays. She will continue her present position.

San Jose Elementary School Libraries: The public school system of San Jose hopes to establish its first elementary school library in February, thus starting an elementary school library program.

Sacramento Public Library. During the summer vacation period, 1933, the Sacramento Public Library made a definite drive to increase the amount of vacation reading done by the school children of that city. Just before the close of school every elementary school was visited and the children invited to come to the Public Library for a vacation program. Application cards were given to all children who were not already registered at the Public Library. As a result some nine hundred new borrowers were registered.

Miss Grace Taylor, City Librarian, writes on January 18, 1934, "the increase in circulation from the time the experiment was started last June, to January 1 of this year is 13,929. The previous year showed a slight loss in the Department for the same period of time. This Department (Juvenile) is also continuing to have a steady increase in the number of borrowers."

Dr. Alexander Meiklejohn spoke on the subject of Adult Education on January 26, to the Library Section of the San Francisco Classroom Teachers Association.

Even floods cannot keep librarians from their vacation trips. Miss Bullock and Miss Stalford of the San Jose Teachers library were in Los Angeles over the holidays. Miss Backus spent her holidays with her family in Tacoma, Washington. All had to endure floods.

Theodore Roosevelt Junior High School of San Jose is proud of its enlarged library. This was made possible by the addition of a classroom to the old library.

Ida Belle Craig, has moved with her new library in the recently completed Kit Carson Junior High School in Sacramento. This building takes the place of the David Lubin Junior High School.

Grace Murray, University of California Library School '32, working under the E. P. A. D. (Emergency Program of Adult Education) has been assigned to the Sutter Junior High School Library in Sacramento during the mornings and to the East Sacramento Branch of the Public Library during afternoons. Under her leadership discussion groups are held in the East Branch on Children's literature, Book mending and Interior decoration.

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